

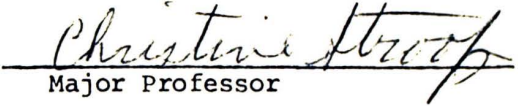
**A SURVEY TO COLLECT INFORMATION FOR USE IN  
STUDYING THE ADEQUACY OF THE PRESENT APSU  
GRADUATE BUSINESS EDUCATION PROGRAM**

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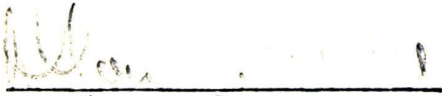
**FRED L. LANDISS**


To the Graduate Council:

I am submitting herewith a Thesis written by Fred L. Landiss entitled "A Survey to Collect Information for use in Studying the Adequacy of the Present APSU Graduate Business Education Program." I recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Arts in Education, with a major in Business.

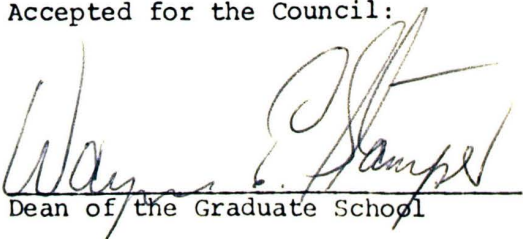
  
Major Professor

We have read this thesis and  
recommend its acceptance:

  
Minor Professor

  
Third Committee Member

Accepted for the Council:

  
Dean of the Graduate School

A SURVEY TO COLLECT INFORMATION FOR USE IN STUDYING  
THE ADEQUACY OF THE PRESENT  
APSU GRADUATE BUSINESS EDUCATION PROGRAM

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An Abstract  
Presented to  
the Graduate Council of  
Austin Peay State University

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In Partial Fulfillment  
of the Requirements for the Degree  
Master of Arts in Education

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by  
Fred L. Landiss  
July 31, 1970



## ABSTRACT

A study was made to collect information which should help the administration and faculty determine how well the present APSU graduate business education program is meeting the needs of its students.

A questionnaire was mailed to thirty-nine APSU graduate business education students (twenty-nine, or 78 percent, were returned), to 121 secondary business teachers (fifty-seven, or 47 percent, were returned), and to nine department chairmen (six, or 67 percent, were returned). Of all three groups surveyed, ninety-two (55 percent) completed and returned the questionnaires.

According to the returns, a majority of the students entering the APSU graduate business education program plan to complete the requirements. This is shown by the fact that fifteen, or 55 percent, of the twenty-seven respondents completed the requirements for the graduate business education program at APSU. Of the remaining twelve students responding they had not completed the APSU graduate business education requirements, eight (67 percent) indicated they plan to complete the requirements later. The other four respondents indicated they do not plan to complete the requirements at APSU because they "moved from area," had "family responsibilities," or because there was "no choice of instructors."

A majority of the APSU graduate business education students and the secondary business teachers surveyed indicated they are pleased with the present APSU graduate business education program. Ninety-eight



percent of the APSU graduate business education students said they were satisfied with their graduate work at APSU. The secondary business teachers responding based their approval of the graduate business education program on APSU's scholastic reputation.

According to the responses of the APSU graduate business education students and the secondary business teachers, an adequate business education program should "increase teacher competency" and "increase opportunity for employment." APSU's graduate business education students confirmed their satisfaction with the present program by stating that the graduate business education courses taken had enabled them to have "greater competency in teaching" and to receive more "opportunities for employment."

Apparently, the majority of the APSU graduate business education students and the secondary business teachers would recommend doing graduate work at APSU because of its "scholastic reputation," "curriculum," and "instruction."

Yet, when they were given the opportunity to suggest whether or not changes are needed in the present program, they checked "curriculum," "instruction," and "facilities" as the areas where change is needed.

Fifty percent of the APSU graduate business education students and the secondary business teachers indicated they would like to see changes made in the graduate business education curriculum. These groups indicated a Tests and Measurements in Business Education course needed to be added to the present curriculum. When asked to indicate which courses they used most frequently in their work, the Advanced Communications and Report Writing course and the Work Experience and Job Analysis course received the greatest number of responses--while Tests and Measurements in Business

Education and Office Practices and Principles were the courses taken most frequently by the respondents.

Concerning the writing of a thesis or research paper, the respondents indicated they felt this should not be a requirement. Fifty-two percent of the three groups responding said a student should not be required to write a paper of this type. Eighteen percent of the respondents disagreed and 30 percent were uncertain. The majority of the respondents said students should have the choice of whether or not to write one of these papers or take a research course for the needed credit. Because of these statements, improvement is needed in the present graduate business education curriculum.

APSU graduate business education students responding indicated they would like to see more teachers in the graduate business education program. Forty-five percent of the respondents said that students should have a choice of instructors and that a graduate business education program should be completed under several teachers. Consequently, the respondents would like to see a change in the area of instruction.

A majority of the APSU graduate business education students responding indicated that much of the present equipment was out of date. They expressed the desire that present graduate business education faculty members visit high schools and business offices in the surrounding area to see which machines are being used. These visits should provide direction concerning which machines to obtain for use in the department.

Concerning the APSU library facilities for doing graduate work in business education, a majority of the APSU respondents indicated they

were satisfied with the supply of books and periodicals. They further indicated they seldom used the library's supply of films, filmstrips, and research studies. However, of those respondents indicating they did use these, a majority felt the supply was inadequate for doing graduate business education work. Based on this statement, improvement is needed in the area of facilities.



A SURVEY TO COLLECT INFORMATION FOR USE IN STUDYING  
THE ADEQUACY OF THE PRESENT  
APSU GRADUATE BUSINESS EDUCATION PROGRAM

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A Thesis

Presented to  
the Faculty of the Graduate School  
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In Partial Fulfillment  
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Master of Arts in Education

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July 31, 1970

## ACKNOWLEDGEMENTS

My utmost thanks goes to Dr. Christine Stroop, Major Advisor, for her patience, guidance, and suggestions; Dr. Allan Williams, Minor Advisor, for his advice and encouragement; and Dr. J F Burney, Dean of the School of Business and Economics, the third member of my thesis committee, for his advice and suggestions.

Also, I would like to express my appreciation to Mrs. Jane Chitwood of the APSU Duplicating Center for her assistance in preparing the questionnaires used in this study.

In addition, I wish to express my appreciation to Miss Martha Reimels and Mrs. Betty Jo Wall for their typing assistance and to Mr. Bill Sites, my roommate, for enduring my endless hours of work and worry.

Finally, I wish especially to thank my parents for encouraging me and boosting my morale when I needed it most.

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## CHAPTER I

### INTRODUCTION

Graduate programs in business education undertake important professional responsibilities:

(a) the improvement of teaching and the preparation of highly competent teachers of business and (b) the development and improvement of leadership for specialized professional service functions--directing, supervising, and researching--and the preparation of competent personnel to perform those services. These responsibilities obligate the departments of business education to appraise continuously the quality of its program.<sup>1</sup>

Wanous states that business educators cannot afford to offer push-car programs in an era dominated by jet-powered airplanes, electronic computers, space travel, research, and experimentation. The content of business education programs today must undergo genuine critical study and be brought up to date. Taking this step is the only sure way to insure a future for business education in tomorrow's schools.<sup>2</sup>

#### Authorization

In keeping with the preceding idea, Austin Peay State University's School of Business and Economics constantly re-evaluates its present

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<sup>1</sup>Committee on Guidelines for the Preparation of Teachers of Business Education, Proposed Guidelines for Business Teacher Education, National Association for Business Teacher Education, Washington, D. C., February, 1969, p. 46.

<sup>2</sup>Wanous, S. J., "Re-evaluating Business Programs," Business Education Forum, Vol. 22, No. 4, National Business Education Association, Washington, D. C., January, 1968, p. 8.



business program in an effort to provide a program for meeting the changes in our American Society. Therefore, Dr. J F Burney, Dean of the School, in an interview on March 29, 1970, authorized this study to obtain information for studying the adequacy of the present Graduate Business Education Program at Austin Peay State University (APSU).

## THE PROBLEM

### Statement of the Problem

The 1969-70 University Bulletin states the objective of the graduate program at APSU is to provide a curriculum

. . . appropriate to those persons who plan to continue training at the doctoral level and to provide a greater substantive background for those students who plan to enter college-level teaching.

. . . The several curricula are designed to increase, at the level of the first year of graduate study, professional competence in a chosen teaching field or to provide basic preparation for a new school position.<sup>3</sup>

The problem of this study is to collect information which should help the administration and faculty determine how well its present graduate business education program is meeting these objectives.

### Purpose of the Study

This study purposes to collect and summarize information to be used as criteria for determining whether or not improvement needs to be made in the graduate business education program at APSU.

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<sup>3</sup>Austin Peay State University, Austin Peay State University Bulletin, Clarksville, Tennessee, Vol. 39, No. 1, May, 1969, p. 177.

### Importance of the Study

Wyllie comments that before changes in curriculum, course content, and instructional practices leading to improvement in business education can take place, an objective appraisal of what conditions and practices (both strengths and weaknesses) currently exist must be made.<sup>4</sup>

The questionnaire used in this study was designed specifically to help APSU's graduate business education department appraise its present program. From the findings of this study, the department will be able to determine: (a) if their department compares favorably with other graduate business education programs in Tennessee and Kentucky, (b) if APSU graduate business education graduates are satisfied with the program at APSU, (c) the reasons others dropped out of the graduate business education program, (d) which areas in the graduate business education program need changing, and (e) what, if any, recommendations need to be made for improving the present graduate business education program at APSU.

### Limitations of the Study

This study was limited to (a) responses received from all living persons who have been enrolled in the graduate business education program at APSU; (b) responses received from the secondary school business teachers in the surrounding service area (Houston, Stewart, Montgomery, Todd, Dickson, Robertson, Humphreys, Davidson, Christian, and Cheatham Counties, plus the Fort Campbell Dependent School District);

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<sup>4</sup>Wyllie, Eugene Donald, "The Evaluation Process," Monograph 109, Cincinnati: South-Western Publishing Company, 1963, p. 1.

(c) responses received from chairmen of all the business departments of Tennessee and Kentucky universities offering a Master's program in business education; (d) information which can be used to measure the relative value of the present business education program; (e) the amount of time available to prepare, distribute, collect, and summarize the data from the questionnaires; (f) the material available for preparation and distribution of the questionnaire; and (g) the personal limitation of the researcher to summarize and interpret the data received.

### Definition of Terms

The following definitions are provided for a better understanding of certain words used in this study:

Questionnaire: "A set of questions for obtaining statistically useful or personal information from individuals."<sup>5</sup>

Survey: "A form of planned collection of data for the purpose of description or prediction as a guide to action or for the purpose of analyzing the relationship between two or more variables."<sup>6</sup>

Respondent: The individual who returned the questionnaire.

Nonrespondent: The individual who did not return the questionnaire.<sup>7</sup>

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<sup>5</sup>Webster's New Collegiate Dictionary, G. & C. Merriam Co., Springfield, Mass., 1961, p. 748.

<sup>6</sup>Oppenheim, A. N., Questionnaire Design and Attitude Measurement, Basic Books, Inc. Publishers, New York, 1966, p. 1.

<sup>7</sup>Ellis, Agnes, A Follow-Up Study of the Graduates of the Department of Business and Economics at Austin Peay State University for the Years 1963-68, Inclusive, Clarksville, Tennessee, 1969, p. 7.



Survey Instrument: The questionnaire used in the study.

Service Area: The eleven-county area surrounding APSU, including the Fort Campbell Dependent School District.

APSU Graduate Business Education Students: All students ever enrolled in the graduate business education program at APSU.

Secondary Business Teachers: Secondary business teachers from the surrounding service area (all secondary business teachers who have ever attended APSU will be included in the APSU graduate business education students group).

Department Chairmen: Chairmen of all Tennessee and Kentucky universities offering a graduate program in business education.

#### Assumptions

After the related literature and research studies were reviewed, the findings in this study were based on the following assumptions:

1. All questionnaires not returned by the U. S. Post Office reached the addressee.
2. All answers expressed on the questionnaire were those of the person to whom the questionnaire was mailed.
3. All respondents understood the questions asked.
4. All respondents answering the questions concerning "courses taken" remembered the courses from the titles given.
5. The graduate business education program has been in existence long enough and has had sufficient graduates to adequately evaluate the program's success.
6. The 156 (56 percent) responses received were representative of the total group surveyed.

## CHAPTER II

### REVIEW OF RELATED LITERATURE AND RESEARCH

In attempting to become thoroughly acquainted with the available literature and research studies relating to graduate business education programs and the evaluation of them, the researcher checked the following indices under the headings of "business education" and "business education programs." The indices, dated 1964-70, were found in the Austin Peay State University library.

The Business Periodicals Index

The Education Index

The Encyclopedia of Educational Research

The Business Education Index

The Reader's Guide to Periodical Literature

The search through the card catalog under the categories of "business education," "evaluation," "graduate programs," "questionnaires," and "surveys" provided the names of twenty-seven references. A careful examination of the books eliminated all but eight of them for use in this study.

The following seven periodicals dated from 1960 through 1969 were reviewed for articles dealing with the evaluation of a graduate business education program.

The Balance Sheet

The Business Education Forum

The Journal of Business Education

Business Education World

The Delta Pi Epsilon Journal

Business Education Quarterly

NEA Research Bulletin

In addition to the above periodicals, Monographs published by South-Western Publishing Company dated from 1932 to 1969 were examined.

Although the researcher found no research study dealing specifically with the evaluation of graduate business education programs, an APSU thesis dated 1969 by Agnes Ellis entitled, A Follow-Up Study of the Graduates of the School of Business and Economics for the Years 1963-68, Inclusive, provided a valuable bibliography of research articles concerning the construction and interpretation of a questionnaire.

As this study was concerned with the effectiveness of both curriculum and instruction in the graduate business education program at APSU, studies by Hibdon and Robinson provided valuable information concerning these two areas.

Hibdon's study, "A Follow-Up Study of the Business Graduates, Chico State College," attempted to determine the effectiveness of the business curriculum there. This study was concerned with areas of Hibdon's study; namely, "courses most valuable to respondents in their

teaching, the most important general courses, courses which needed emphasis, and the courses which should be required of business education majors."<sup>8</sup>

Robinson's study, "Evaluation of Teaching Competency," was concerned with the effectiveness of instruction. He states, "Goals for the department and the teacher need to be set up so the performance of both may be checked according to how well they are reaching these goals."<sup>9</sup>

As the purpose of this study is to help evaluate the present APSU graduate business education program, a study by Guthrie entitled, "Administering the Graduate Program in Business Education," had some interesting comments concerning the evaluation of graduate business education programs. He states:

Each year more colleges and universities initiate graduate programs in business education. Some colleges and universities are dropping their undergraduate program in business education and concentrating their efforts strictly at the graduate level. In the future, there will be growth in both of these major trends because:

1. More states are requiring five years of education for high school business teachers.

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<sup>8</sup>Hibdon, Elsie L., "A Follow-Up Study of the Business Graduates," Chico State College, Business Education Quarterly, Vol. 29, No. 1, 1961, pp. 30-31.

<sup>9</sup>Robinson, Glen, "Evaluation of Teaching Competency," NEA Research Bulletin, Vol. 47, No. 3, October, 1969, p. 69.



2. More high school business teachers are needed due to the growth of our high school population and due to a significant increase in business education course offerings.
3. New community and junior colleges will increase the need for business education teachers with graduate degrees.

Programs in graduate business education need to be constantly evaluated in relation to the changing needs of our society and in relation to research in the area of teacher education in business education.<sup>10</sup>

Besides the information found in the APSU library, Dr. Christine Stroop, Professor of Business Education at APSU, lent other valuable materials.

The remainder of the REVIEW OF RELATED LITERATURE AND RESEARCH is divided into the following sections:

1. Principles of Research
2. Need for Evaluation
3. Value of the Survey
4. Criteria for Survey Instrument
5. Summarizing and Interpreting Data

### Principles of Research

Haynes and Humphrey state "to justify any phase of education is not merely to conform to existing practices in that area; but it is to discover new problems and then to solve them."<sup>11</sup> Much of the progress

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<sup>10</sup>Guthrie, Mearl R., "Administering the Graduate Program in Business Education," Business Education Quarterly, National Business Education Association, Vol. 33, No. 4, Summer, 1969, p. 69.

<sup>11</sup>Haynes, Benjamin R., and Clyde W. Humphrey, Research Applied to Business Education, Chicago: Gregg Publishing Co., 1939, p. iii.

that has been made in teaching has been brought about through research. Research is concerned not only with locating problems and felt difficulties, but also with determining effective means of solving the problems and difficulties that have been found.

### Need for Evaluation

In an article in the Business Education Forum, Price comments "that almost every area of education today is in the throes of a rigid analysis and evaluation. The goals, the content, and the methodology in education are being scrutinized by individuals from many fields of endeavor."<sup>12</sup> It is time for individuals who claim professional interest in business education to focus their attention on evaluating and improving business education programs.

Wyllie states, "Evaluation is a careful appraisal of human efforts conducted in light of established goals based upon stated values, beliefs, or ideals."<sup>13</sup> The words evaluation and appraisal imply the exercising of value judgments. These value judgments must be made in terms of a stated philosophy and goals for the department. Wyllie further comments "that in order to assist one in making these value judgments, it would be desirable to have some device, standard, or

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<sup>12</sup>Price, Ray G., "Improving Basic Business," Business Education Forum, National Business Education Association, Vol. XIII, No. 6, March, 1959, p. 4.

<sup>13</sup>Wyllie, Eugene, "Evaluation Plan for Business Education Programs in High Schools," Monograph 109, Cincinnati: South-Western Publishing Co., September, 1963, p. 1.

instrument to make the value judgments as objective and free from bias as possible."<sup>14</sup>

Oppenheim discussed at length this problem of bias in a universe. Two methods to find out in what way a bias has been reduced are: (1) by comparing respondents with non-respondents on the original sampling list (in terms of date of birth, geographical location, first letter of family name, sex, type of qualifications), and (2) by comparing early respondents with late respondents (in terms of their answers to the questionnaire).<sup>15</sup>

#### Values of the Survey

In attempting to evaluate the graduate business education program at APSU, the researcher used the survey method as the standard for obtaining information to help the Business Education Department determine the effectiveness of the present program. Erickson and Oliverio state the primary values of a survey are: "(1) to provide a basis for making comparisons and determining trends, (2) to reveal current weaknesses and/or strengths of a present situation, and (3) to provide information for making decisions."<sup>16</sup>

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<sup>14</sup>Ibid., p. 2.

<sup>15</sup>Oppenheim, A. N., Questionnaire Design and Attitude Measurement, Basic Books, Inc., New York, 1966, p. 2.

<sup>16</sup>Erickson, Lawrence and Mary Oliverio, "Evaluative Criteria for Survey Instruments in Business Education," Monograph 111, Cincinnati: South-Western Publishing Company, March, 1964, p. 1.



He further states that three primary considerations in planning a survey are:

1. Has the problem to be studied been carefully stated?
2. Has a thorough and thoughtful study been made of related materials and literature?
3. Is the survey method most appropriate for the problem to be investigated?<sup>17</sup>

Once the values of a survey are known and it has been decided to conduct a survey, it is imperative the researcher be familiar with the criteria for using a survey instrument.

#### Criteria for Survey Instrument

Erickson and Oliverio stated that before survey instruments are used, the following criteria should be applied to the instrument: (1) pilot group tryout and analysis of preliminary forms of the survey instrument, (2) expert judgment of the survey instrument be recognized by research authorities or by advisory committee, (3) final careful revision and inspection of the survey form, (4) special validity and reliability checks, (5) editing of survey instrument returns, (6) analysis of the respondent population according to the returned survey instruments which are usable in the study, (7) analysis of nonreturns in each of the subgroups of the population surveyed, and (8) tabulation of the collected data and making any needed statistical analyses

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<sup>17</sup>Ibid., p. 7.



of such data.<sup>18</sup>

It is clear that questionnaire construction is by no means the first item in carrying out a survey. According to Lesiker,

. . . the questionnaire is simply an orderly arrangement of the questions and information needed, with appropriate spaces provided for answers. But simple as the questionnaire may be in finished form, it is the subject of careful planning. It is, in a sense, the outline of the analysis of the problem.<sup>19</sup>

In addition, Oppenheim states, "A questionnaire is not just a list of questions or forms to be filled out. It is essentially a scientific instrument for measurement and for collection of particular kinds of data."<sup>20</sup>

As questionnaires for this study were being mailed, it was of interest to note Oppenheim's remarks concerning the mail questionnaire. He states that the advantages of the mail questionnaire are:

1. The chief advantage of the mail questionnaire is cheapness. (No payment of an interviewer or travel expenses is necessary.)
2. The second advantage is that often a much larger sample can be covered at a modest increase in cost.
3. The third advantage is the sampling can be more accurate, since the envelope can be addressed to a particular individual.
4. Lastly, the fact that no interviewer is present means there will be no interviewer bias.<sup>21</sup>

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<sup>18</sup>Ibid., p. 20.

<sup>19</sup>Lesiker, Raymond V., Report Writing for Business, Irwin-Dorsey Limited, Inc., Georgetown, Ontario, 1969, p. 53.

<sup>20</sup>op. cit., p. 2.

<sup>21</sup>Ibid., p. 33.

No matter how the questionnaires have been distributed and collected, once they are in the researcher's hands, the real job lies ahead. Before the report can be organized and put into words, meaning must be given to the information collected. Normally, the information collected consists of facts, and facts alone do not solve a problem. If the problem is to be solved, the facts must be summarized and interpreted as they relate to the particular case.

### Summarizing and Interpreting Data

Chapter Nine in Oppenheim's Questionnaire Design and Attitude

Measurement discusses the task of summarizing and interpreting data.

He comments:

The purpose of the questionnaire and the survey as a whole is measurement. The final product is likely to consist of a series of tabulations and statistical analyses, together with a few selected quotations from the raw data, and these will be turned into a report showing in what way the findings bear on the hypotheses with which the researcher set out. During this process, the words and phrases spoken or written by the respondent will be processed; they will be turned into figures and symbols that will be counted and added up. In this way we obtain the entries for tables that we need in order to draw conclusions and make recommendations.<sup>22</sup>

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<sup>22</sup>Ibid., p. 23.

## CHAPTER III

### METHODS AND PROCEDURES FOR THE STUDY

Since the present study was authorized by the School of Business and Economics, discussions were held with Dr. J F Burney, Dean of the School, and Dr. Christine Stroop, Professor of Business Education. The primary purposes of these discussions were to determine what information was needed for the study, the type of survey instrument to be used, and the procedures to be followed.

The procedures for this study were divided into the following four steps: (1) construction of the questionnaire, (2) compilation of the mailing list, (3) mailing of the questionnaire, and (4) summarizing and interpreting the data.

#### Construction of the Questionnaire

After meetings with Dr. Burney and Dr. Stroop to determine which questions concerning the APSU graduate business education program needed answering, a thorough study was made of the available related literature in the APSU library.

As a result of this study, a questionnaire was constructed as the survey instrument, using the following procedures:

(1) A sample questionnaire was constructed to be mailed to all those who had ever been enrolled in the graduate business education program at APSU. This questionnaire was presented to Dr. Burney, Dr.

Stroop, and other members of the faculty for their comments and suggestions. From these suggestions, an improved questionnaire was designed.

(2) The new questionnaire was then checked against the following criteria suggested by Lesiker.

1. Avoid leading questions.
2. Make questions easy to understand.
3. Avoid questions that touch on personal prejudices or pride.
4. Stick to the facts as much as possible.
5. Ask only information that can be remembered.
6. Plan the physical layout with foresight.<sup>23</sup>

(3) The new questionnaire was then pre-tested by five former APSU graduate business education students, three secondary business teachers, and two graduate students who received their degrees from other institutions. Their comments concerning the clarity of the questions enabled the reseacher to refine the questionnaire even more.

(4) The three preceding procedures were followed for constructing questionnaires to be mailed to all secondary school business teachers in the surrounding service area and the department chairmen of all Tennessee and Kentucky universities offering a Master's program in business education.

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<sup>23</sup>Lesiker, Raymond V., op. cit., pp. 54-56.



(5) The final questionnaires were then stenciled and duplicated.  
(See Appendix for final copies of the three questionnaires used.)

#### Compilation of Mailing List

The following procedures were followed for selecting the universe for this study.

1. A letter requesting the names and addresses of all the secondary teachers was mailed to the Superintendents of Schools for each of the twelve schools systems to be sampled. This resulted in the names of 121 business teachers. (See Appendix for a copy of letter mailed to the Superintendents.)

2. Next, a list of all students ever enrolled in the graduate business education program at APSU was compiled from records in the Dean of Graduate Studies' office. This list contained the names of forty-nine individuals. Then the researcher checked mailing lists from the APSU Alumni Office for the addresses of those individuals. Of the forty-nine names on this list, only thirty-seven addresses were obtained.

3. As a final step in this procedure, a list of all universities in Tennessee and Kentucky was obtained from the APSU Admissions Office. Catalogs, available in this office, were checked to determine which universities offered a graduate business education major. This list contained the names of nine universities (not including APSU).

### Mailing the Questionnaires

After the questionnaires had been assembled and the mailing list established, the following procedures were used:

1. Three cover letters were written to accompany the questionnaires. (See Appendix for a copy of each of the three cover letters.)
2. Questionnaires were numbered from one to 167 directly under the staple in the upper left hand corner of the questionnaire. This number allowed the researcher to know which questionnaires had been returned.
3. A stamped, self-addressed return envelope was attached to the questionnaire and mailed to each name on the mailing list.
4. Follow-up cards were mailed to those who had not returned their questionnaires by June 17, 1970.

### Summarizing and Interpreting the Data

All questionnaires were mailed by June 5, 1970. As the questionnaires were returned, the following procedures were used:

1. The name of the individual returning the questionnaire was marked off the mailing list.
2. The total responses of the returned questionnaires were checked on a single questionnaire for summary purposes.
3. The number of possible respondents was reduced from 167 to 165 because two questionnaires were returned marked, "Address Unknown."

Lesiker comments that even though "there is no mechanical formula for the actual process of interpreting, it is possible that the interpretation efforts may follow a general order of steps."<sup>24</sup> These steps include:

1. Relate information to the problem.
2. Make all practical interpretations.
3. Re-evaluate interpretations.
4. Select interpretations with most merit.
5. Derive conclusions from the interpretations.
6. Make recommendations.

#### ORGANIZATION OF THE FINDINGS

The remainder of the study is organized as follows:

CHAPTER IV. DISCUSSION OF FINDINGS. The findings to the questions asked in the survey are presented in the following manner except for question number one (explanation of format used for presenting findings to this question given in introduction to Chapter IV, page 19).

1. Each question asked on the questionnaire is stated.
2. The name of the group responding is presented.
3. Tables showing tabulations of the findings (except to question six for which no table was needed) are included. Percentages in all of the tables are rounded off to the nearest percent, except in Table I which by the nature of its percentages had to be rounded off to the

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<sup>24</sup>Ibid., p. 55.

nearest tenth.

4. Comments concerning the tables are made.

CHAPTER V. SUMMARY. The entire study will be summarized here.

APPENDIX. The appendix includes: (1) letter mailed to superintendents of schools, (2) a copy of each of the three types of questionnaires mailed, (3) a copy of each of the three types of cover letters mailed, (4) responses of the questionnaire items.

BIBLIOGRAPHY. The bibliography contains all research studies and related literature used in the study.



## CHAPTER IV

### PRESENTATION AND DISCUSSION OF THE FINDINGS

The following format is used for presenting the findings to the questions asked in this study except for question one. This question consisted of one main question with two sub-questions. In presenting the findings to question one, the main question is stated, the respondents presented, and the question discussed. This is followed by the statement and discussion of the first sub-question. Next is the statement of the second sub-question, presentation of a table (Table 1, page 2) of the responses given, and a discussion of the table. For the remaining nine questions, this format is used: (1) each question asked on the questionnaire is stated; (2) the name of the group responding is presented; (3) tables showing tabulations of the findings (except to question 6 for which no table was needed) are included; and (4) comments concerning the tables are made.

1. Have you completed the requirements for the graduate business education program at Austin Peay State University?

Only students ever enrolled in the graduate business education program at Austin Peay State University were asked to respond to this question, because they were the only group which could respond to it.

Fifteen, of 55 percent, of the twenty-seven respondents indicated they had completed the requirements for the graduate business education program at APSU.

A. If your answer (to question one) is no, please indicate whether or not you plan to complete the requirements later.

Of the twelve APSU students responding "no," eight (67%) indicated they plan to complete the requirements later. Seven of these eight have already started their programs--with a range from three to eighteen hours completed.

B. If you do not plan to complete the requirements for the graduate business education program at APSU later, please indicate your reasons.

Table I below summarizes the responses received.

TABLE I

REASONS FOR NOT COMPLETING REQUIREMENTS AT APSU

REASONS	NUMBER OF RESPONSES	PERCENT OF TOTAL RESPONSES
Moved from area	2	25.0
Family responsibilities	1	12.5
No choice of instructors	2	25.0
Doing graduate work elsewhere	-	-
Interested in another field	-	-
Not teaching now	1	12.5
Felt program inadequate	1	12.5
Program not applicable to present work	1	12.5
TOTAL RESPONSES	8	100.0

Only four of the twelve respondents checked reasons for not planning to complete the requirements for the graduate business education program at APSU. Although only one answer was sought, two respondents checked three reasons for not planning to complete the requirements at

APSU, two respondents indicated they had moved from the area and would not be able to complete their graduate business education program at APSU. The other two respondents indicated they would not complete their program at APSU because there was no choice of instructors. For this reason, one respondent stated he felt the program was inadequate.

2. Have the graduate courses you completed enabled you to receive any of the following advantages?

All three groups surveyed were asked to respond to this question because some or all members of each of the three groups have taken one or more graduate business education courses. Space for writing in any other advantages not listed was allowed on the questionnaire.

Self-satisfaction was the only write-in advantage. Table II on pages 24 and 25 summarizes the responses to this question.

More "yes" than "no" responses to the advantages listed were checked by all three groups surveyed. Each of the six department chairmen checked "yes" to all advantages listed. From the total of 137 "yes" responses, "greater competency in teaching" received the greatest percentage of this total with 29 percent. This advantage was followed by "increase in salary," with 27 percent; "more enjoyable teaching," with 22 percent; "increase in prestige," with 20 percent; and "self-satisfaction," with 1 percent of the total "yes" responses.

3. Would you like to see changes made in any of the following areas of the graduate business education program?

Only those ever enrolled in the APSU graduate business education program and the secondary business teachers from the surrounding service area were asked to respond to this question. Although none of the



TABLE II

## ADVANTAGES RECEIVED FROM GRADUATE COURSES TAKEN

GROUP	ADVANTAGE	NO. OF YES ANSWERS	PERCENT OF TOTAL	NO. OF NO ANSWERS	PERCENT OF TOTAL	NO. OF UNCERTAIN ANSWERS	PERCENT OF TOTAL
SECONDARY BUSINESS TEACHERS	Increase in salary	14	26	6	29	1	12
	Increase in prestige	8	15	7	32	3	38
	More enjoyable teaching	12	23	6	29	2	25
	Greater competency in teaching	18	34	2	10	2	25
	Self-satisfaction	1	2	-	-	-	-
	TOTAL	53	100	21	100	8	100
APSU STUDENTS	Increase in salary	17	28	5	33	1	10
	Increase in prestige	14	23	5	33	4	40
	More enjoyable teaching	13	22	3	20	3	30
	Greater competency in teaching	16	27	2	14	2	20
	TOTAL	60	100	15	100	10	100
DEPARTMENT CHAIRMEN	Increase in salary	6	25	-	-	-	-
	Increase in prestige	6	25	-	-	-	-
	More enjoyable teaching	6	25	-	-	-	-
	Greater competency in teaching	6	25	-	-	-	-
	TOTAL	24	100	-	-	-	-



TABLE II (continued)

GROUP	ADVANTAGE	NO. OF YES ANSWERS	PERCENT OF TOTAL	NO. OF NO ANSWERS	PERCENT OF TOTAL	NO. OF UNCERTAIN ANSWERS	PERCENT OF TOTAL
SUMMARY	Increase in salary	37	27	11	30	2	11
	Increase in prestige	28	20	12	33	7	39
	More enjoyable teaching	31	22	9	25	5	27
	Greater competency in teaching	40	29	4	12	4	23
	Self-satisfaction	1	2	-	-	-	-
	TOTAL	137	100	36	100	18	100

secondary business teachers have ever attended APSU, many will have some relevant comments to make concerning the program from items they have heard from former students or seen during visits to the department. Table III, page 27, presents a summary of the responses of both groups surveyed.

A majority (60 percent) of the secondary business teachers responding indicated they were uncertain about needed changes in the "curriculum" of APSU's graduate business education program. Of the remaining 40 percent, ten of the respondents (36 percent) indicated changes were needed in this area. Seventy-four percent of the APSU graduate business education students indicated they would also like to see changes here.

However, a majority (64 percent) of the APSU graduate business education students responding to "instruction" said change was needed in this area. Thirty-three percent of the secondary business teachers responding indicated they would like to see changes in this area also.

Nineteen, or 63 percent, of the APSU graduate business education students responding to "facilities" indicated a change in this area was needed. Seven secondary business teachers, or 27 percent, agreed.

Individuals being surveyed were given the opportunity to suggest changes in the areas of curriculum, instruction, and facilities. Of the ten APSU graduate business education students making comments, four suggest a wider selection of course offerings should be made in the summer because this degree is for teachers and teachers work the other nine months. Three respondents commented they would especially like to see a graduate data processing course offered.

Four of the graduate business education students expressed the

TABLE III

RESPONSES CONCERNING NEEDED CHANGES  
IN APSU'S  
GRADUATE BUSINESS EDUCATION PROGRAM

GROUP	AREA	TOTAL NUMBER OF RESPONSES	NUMBER OF YES RESPONSES	PERCENT OF TOTAL	NUMBER OF NO RESPONSES	PERCENT OF TOTAL	NUMBER OF UNCERTAIN RESPONSES	PERCENT OF TOTAL
SECONDARY BUSINESS TEACHERS	Curriculum	28	10	36	1	4	17	60
	Instruction	30	10	33	2	7	18	60
	Facilities	26	7	27	2	8	17	65
APSU STUDENTS	Curriculum	16	12	74	2	13	2	13
	Instruction	17	11	64	2	12	4	24
	Facilities	19	12	63	2	11	5	26
SUMMARY	Curriculum	44	22	50	3	7	19	43
	Instruction	47	21	45	4	9	22	46
	Facilities	45	19	42	4	9	22	49

desire for more instructors in the graduate business education program. Two of these four respondents further stated they did feel the individual attention received by students under the present situation was a tremendous advantage of the program. One former student stated that instruction centered too much on "academics" rather than applied usage.

All ten of the graduate business education students responding agreed that present equipment was out of date. This group said they felt members of the graduate business education faculty should visit high schools and business offices in this area and see exactly which machines are being used. Then, the department should purchase up-to-date equipment and teach graduate business education students to use as well as how to teach the use of these machines.

4. What do you feel an adequate graduate business education program should accomplish?

All three groups surveyed were asked to respond to this question. The graduate business education students should have first-hand knowledge concerning what an adequate graduate business education program should accomplish. Many of the secondary business teachers should have pertinent comments to make as will the department chairmen who are experts in this area. Table IV, pages 29 and 30, provides a summary of the responses received.

A majority of the total responses (98 percent) were "yes" responses. Every response made concerning "increase teacher competency" in all three groups surveyed was a "yes" response. All other accomplishments received 93 percent or more of the "yes" responses, except "ability to withstand criticism" receiving 72 percent of the secondary business



TABLE IV

RESPONSES CONCERNING WHAT AN ADEQUATE  
GRADUATE BUSINESS EDUCATION PROGRAM SHOULD ACCOMPLISH

GROUP	ACCOMPLISHMENTS	TOTAL NO. OF RESPONSES	NO. OF YES RESPONSES	% OF TOTAL	NO. OF NO RESPONSES	% OF TOTAL
SECONDARY BUSINESS TEACHERS	<u>Increase teacher</u>					
	<u>competency</u>	47	47	100	-	-
	<u>Increase salary</u>	48	45	94	3	6
	<u>Increase prestige</u>	34	31	91	3	9
	<u>Increase professional</u>					
	<u>attitude</u>	40	39	98	1	2
	<u>Increase opportunity</u>					
	<u>for employment</u>	42	41	97	1	3
	<u>Ability to withstand</u>					
	<u>criticism</u>	32	23	72	9	28
APSU STUDENTS	<u>Increase teacher</u>					
	<u>competency</u>	19	19	100	-	-
	<u>Increase salary</u>	20	20	100	-	-
	<u>Increase prestige</u>	15	15	100	-	-
	<u>Increase professional</u>					
	<u>attitude</u>	18	18	100	-	-
	<u>Increase opportunity</u>					
	<u>for employment</u>	19	19	100	-	-
	<u>Ability to withstand</u>					
	<u>criticism</u>	14	13	93	1	7
DEPARTMENT CHAIRMEN	<u>Increase teacher</u>					
	<u>competency</u>	6	6	100	-	-
	<u>Increase salary</u>	6	6	100	-	-
	<u>Increase prestige</u>	4	4	100	-	-
	<u>Increase professional</u>					
	<u>attitude</u>	6	6	100	-	-
	<u>Increase opportunity</u>					
	<u>for employment</u>	6	6	100	-	-
	<u>Ability to withstand</u>					
	<u>criticism</u>	3	3	100	-	-

TABLE IV (continued)

GROUP	ACCOMPLISHMENTS	TOTAL	NO. OF	%	NO. OF	%
		NO. OF RESPONSES	YES RESPONSES	OF TOTAL	NO RESPONSES	OF TOTAL
SUMMARY	<u>Increase teacher</u>					
	<u>competency</u>	72	72	100	-	-
	<u>Increase salary</u>	74	71	96	3	4
	<u>Increase prestige</u>	53	50	94	3	6
	<u>Increase professional</u>					
	<u>attitude</u>	64	63	98	1	2
	<u>Increase opportunity</u>					
	<u>for employment</u>	67	66	99	1	1
	<u>Ability to withstand</u>					
	<u>criticism</u>	40	39	98	1	2

teachers' responses.

In summary, "increase teacher competency" received 100 percent of its responses in the "yes" category. It was followed by "increase opportunity from employment," "increase professional attitude," "increase ability to withstand criticism," "increase salary," and "increase prestige" ranking in the preceding order of importance.

5. What is your opinion of the library facilities at APSU for doing graduate work in business education?

Only APSU graduate business education students were asked to respond to this question, because they were the only group surveyed who have used the library facilities here. Table V on page 32 summarized their responses.

A majority (64%) of the business education students responding indicated they were satisfied with the supply of books available for doing graduate business education work. Forty-eight percent of these respondents indicated the book collection was "adequate," while 16 percent checked the selection as "wide." Twenty-eight percent indicated the supply was inadequate for doing graduate business education work.

Similarly, 67 percent of the respondents indicated an adequate-to-wide selection of periodicals available. Twenty-three percent of the respondents checked the selection of periodicals as needing to be improved, while 10 percent of the respondents indicated they did not need to use them.

Concerning the selection of films, 64 percent of the twenty-two respondents indicated they did not use them and of the remaining 36 percent, 32 percent checked the selection as poor. Apparently, only

TABLE V

RESPONSES CONCERNING LIBRARY FACILITIES  
FOR DOING  
GRADUATE WORK IN BUSINESS EDUCATION AT APSU

FACILITY	TOTAL NO. OF RESPONSES	TOTAL NUMBER RESPONSES TO SELECTION & PERCENTAGE OF TOTAL							
		WIDE	% OF TOTAL	ADEQUATE	% OF TOTAL	POOR	% OF TOTAL	NOT NEEDED	% OF TOTAL
Books	25	4	16	12	48	7	28	2	8
Periodicals	21	2	10	12	57	5	23	2	10
Films	22	-	-	1	4	7	32	14	64
Filmstrips	22	-	-	1	4	8	37	13	59
Research Studies	20	-	-	5	25	12	60	3	15



one-third of the graduate business education students used APSU's film facilities.

Likewise, 59 percent of the twenty-two respondents indicated they did not use filmstrips. Of the remaining 41 percent, 36 percent felt the selection was poor. Only 5 percent of the respondents indicated the selection was adequate.

Of the 85 percent of the twenty respondents indicating they used the research studies in the library, 60 percent indicated the supply was poor. Only 5 respondents or 25 percent of the total respondents indicated they felt the supply was adequate for doing graduate business education work.

6. Do you wish you had done your graduate work in another institution?

As this study was concerned with the adequacy of the present APSU graduate business education program, it was interested only in the responses of APSU's graduate business education students.

Of the nineteen responses received, eighteen (95 percent) indicated a strong satisfaction with the present program. Only one individual indicated the desire to have done his graduate work in another institution.

Although space was provided for listing reasons for this "yes" answer, no reason was given for the response.

7. Would you recommend that other business teachers come to APSU to do graduate work?

As only former APSU students would be familiar enough with APSU's graduate business education program to recommend it, only their responses

were sought. Respondents could check "yes" to more than one area listed. Of the twenty-seven questionnaires received, twenty-five checked two areas, and two respondents recommended APSU's graduate business education program because of only one area listed. A summary of their responses is presented in Table VI, page 35.

"Scholastic reputation," "curriculum," and "instruction" received the greatest number of responses. "Scholastic reputation" received 25 percent of the total responses with "curriculum" and "instruction" following with 23 percent each. Only 8 respondents recommended the program because of the financial assistance available.

Write in answers supporting the graduate business education program included: "economical to attend," "convenience," and "personal attention given students by faculty."

8. APSU offers the following graduate business education courses--which of the courses have you taken (at APSU or elsewhere) and of what value have the courses taken been to you?

Only APSU graduate business education students and the department chairmen were asked to respond to this question. Having already completed the courses at APSU, the graduate business education students were given the opportunity to evaluate them. Although many of the secondary business teachers may have completed one or more graduate business education courses elsewhere (other than at APSU), their responses would not help improve the course curriculum at APSU. The purpose of having the department chairmen respond to this question was to see which courses have been of the most value to experts in the field of business education.

TABLE VI

RESPONSES CONCERNING RECOMMENDATION OF APSU FOR DOING GRADUATE  
BUSINESS EDUCATION WORK

YES, because of	NUMBER OF RESPONSES	PERCENT OF TOTAL RESPONSES
Scholastic reputation	13	25
Curriculum	12	23
Instruction	12	23
Financial assistance	8	15
Facilities	2	4
Economical to attend	2	4
Convenience	2	4
Personal attention	1	2
TOTAL	52	100



Table VII, page 37, summarizes the responses of the APSU graduate business education students.

The Advanced Communications and Report Writing course and the Business Law course received the greatest total number of responses. Of the nineteen responses received by the Advanced Communications and Report Writing course, twelve (63 percent) indicated they used the material from this course frequently in their work--with another 26 percent indicating they use it occasionally. Business Law received the next greatest number of responses with eighteen. Forty-four percent of the respondents indicated they use knowledge from this course frequently, while 28 percent use it occasionally.

The course most frequently used by the graduate business students was the Work Experience and Job Analysis course--receiving 84 percent of its thirteen responses in this category. Eight percent of these respondents indicated they use this course occasionally and the remaining 8 percent said it broadened their background.

Advanced Office Machines ranked second to the Work Experience and Job Analysis course in courses "used most frequently," receiving 82 percent of its responses under this category. Nine percent of the respondents to this course indicated they use the course occasionally in their work and the remaining 9 percent remarked it broadened their backgrounds. Like Work Experience and Job Analysis, Advanced Office Machines received no "never use in work" responses.

The researcher further observed that Cost Accounting, Advanced Cost Accounting, and Income Tax Accounting received the least number of responses. Yet, of the responses received by these courses, percentages of 67 percent and 50 percent were noted under the "use frequently in



TABLE VII

VALUE OF GRADUATE BUSINESS EDUCATION COURSES TAKEN  
(Former APSU Graduate Business Education Students Responding)

COURSES	TOTAL NO. OF RESPONSES	USE FREQUENTLY IN WORK	% OF TOTAL	USE OCCASIONALLY IN WORK	% OF TOTAL	NEVER USE IN WORK	% OF TOTAL	BROADEN BACK- GROUND	% OF TOTAL
Office Practices & Principles	11	8	73	1	9	-	-	2	18
Prin., Hist., & Philos., of B. E.	12	6	50	3	25	1	8	2	17
Probs. in Selection of Materials and Methods of B. E.	11	5	46	2	18	1	9	3	27
Work Experience and Job Analysis	13	11	84	1	8	-	-	1	8
Adv. Office Machines	11	9	82	1	9	-	-	1	9
Voc. Educational Guidance	7	2	29	2	29	1	13	2	29
Adv. Communications & Report Writing	19	12	63	5	26	-	-	2	11
Cost Accounting	2	1	50	1	50	-	-	-	-
Adv. Cost Accounting	3	-	-	1	33	-	-	2	67
Payroll Accounting	10	5	50	2	20	1	10	2	20
Income Tax Accounting	3	1	33	-	-	-	-	2	67
Business Law	18	8	44	5	28	1	6	4	22
Personnel Management	13	4	31	4	31	3	23	2	15
Credit & Collections	10	5	50	3	30	-	-	2	20

work" and "broadened background" categories. Payroll Accounting, receiving ten responses, was the only accounting course to receive a large number (10) of responses when compared to the other accounting courses listed. Fifty percent of the respondents indicated they use this course frequently, 20 percent occasionally, 20 percent said it broadened their backgrounds, and 10 percent responded they never use it in their work.

Personnel Management received the greatest percentage of responses (23 percent) under the heading, "never use in work." Vocational Educational Guidance ranked second with 19 percent of its seven responses, and Payroll Accounting followed with 10 percent of its ten responses.

Table VIII on page 39 summarizes the responses of the department chairmen to question eight.

Five department chairmen indicated they had taken the Principles, History, and Philosophy of Business Education course. Of these five, four, or 80 percent, of the respondents indicated they used the material from this course frequently in their work. The remaining respondent indicated the course broadened his background.

Office Practices and Principles and Vocational Education Guidance ranked second, receiving three responses each. Thirty-three percent of the respondents indicated they used their Office Practices and Principles training frequently in their work--with 67 percent remarking it broadened their backgrounds. On the other hand, 67 percent of those checking Vocational Educational Guidance indicated they use it occasionally in their work and 33 percent remarked it broadened their backgrounds.

One hundred percent of the department chairmen checking Work

TABLE VIII

VALUE OF GRADUATE BUSINESS EDUCATION COURSES TAKEN  
(Department Chairmen Responding)

COURSES	TOTAL NO. OF RESPONSES	USE FREQUENTLY IN WORK	% OF TOTAL	USE OCCASIONALLY IN WORK	% OF TOTAL	NEVER USE IN WORK	% OF TOTAL	BROADEN BACK- GROUND	% OF TOTAL
Office Practices & Principles	3	1	33	-	-	-	-	2	67
Prin., Hist., & Philos., of B. E.	5	4	80	-	-	-	-	1	20
Probs. in Selection of Materials and Methods of B. E.	2	2	100	-	-	-	-	-	-
Work Experience and Job Analysis	1	1	100	-	-	-	-	-	-
Adv. Office Machines	-	-	-	-	-	-	-	-	-
Voc. Educational Guidance	3	-	-	2	67	-	-	1	33
Adv. Communications & Report Writing	1	-	-	-	-	-	-	1	100
Cost Accounting	1	-	-	-	-	1	100	-	-
Adv. Cost Accounting	1	-	-	-	-	1	100	-	-
Payroll Accounting	2	-	-	-	-	2	100	-	-
Income Tax Accounting	2	-	-	-	-	2	100	-	-
Business Law	3	-	-	2	67	-	-	1	33
Personnel Management	2	1	50	-	-	-	-	1	50
Credit & Collections	-	-	-	-	-	-	-	-	-



Experience and Job Analysis indicated they used training from this course frequently in their work. On the other hand, 100 percent of those respondents checking Advanced Communications and Report Writing indicated this course just broadened their backgrounds.

Similar to the responses of the APSU graduate business education students, the four graduate accounting courses listed received the fewest number of responses. Of those checking these four courses, 100 percent indicated they never use the material learned from these courses in their work.

Table IX on page 41 summarizes the responses of both the APSU graduate business education students and the department chairmen surveyed.

In summary, Business Law received the greatest number of responses with twenty-one--indicating this course was taken more by the respondents than any other. Yet, only 38 percent of the respondents indicated they use the course frequently in their work. Thirty-three percent use the course occasionally in their work, while 24 percent checked that it broadened their backgrounds. Ranking second under "number of responses" was the Advanced Communications and Report Writing course, with 60 percent of the twenty respondents indicating they use material from this course frequently in their work.

Checked by the respondents as the course most frequently used was Work Experience and Job Analysis (receiving 86 percent of its fourteen responses). Advanced Office Machines ranked second, receiving 82 percent of its eleven responses. Office Practices and Principles and the Advanced Communications and Report Writing Class followed receiving 64 percent and 60 percent of their responses respectively.



TABLE IX

VALUE OF GRADUATE BUSINESS EDUCATION COURSES TAKEN  
(Summary)

COURSES	TOTAL NO. OF RESPONSES	USE FREQUENTLY IN WORK	% OF TOTAL	USE OCCASIONALLY IN WORK	% OF TOTAL	NEVER USE IN WORK	% OF TOTAL	BROADEN BACK- GROUND	% OF TOTAL
Office Practices & Principles	14	9	64	1	7	-	-	4	29
Prin., Hist., & Philos., of B. E.	17	10	59	3	18	1	5	3	18
Probs. in Selection of Materials and Methods of B. E.	13	7	54	2	15	1	8	3	23
Work Experience and Job Analysis	14	12	86	1	7	-	-	1	7
Adv. Office Machines	11	9	82	1	9	-	-	1	9
Voc. Educational Guidance	10	2	20	4	40	1	10	3	30
Adv. Communications & Report Writing	20	12	60	5	25	-	-	3	15
Cost Accounting	3	1	33	-	-	2	67	-	-
Adv. Cost Accounting	10	5	50	2	20	1	10	2	20
Payroll Accounting	12	5	41	2	17	3	25	2	17
Income Tax Accounting	5	1	20	-	-	2	40	2	40
Business Law	21	8	38	7	33	1	5	5	24
Personnel Management	15	5	33	4	27	3	20	3	20
Credit & Collections	10	5	50	3	30	-	-	2	20

Furthermore, no respondent checked "never use in work" to any of the four courses checked as being the most frequently used (Office Practice and Principles, Work Experience and Job Analysis, Advanced Office Machines, and Advanced Communications and Report Writing).

As indicated from the two previous tables, the four accounting courses listed received the greatest percentage of their responses under the "never use in work" category. Under this category, Cost Accounting received 67 percent of its responses; Income Tax Accounting, 40 percent; Payroll Accounting, 20 percent; and Advanced Cost Accounting, 10 percent.

None of the six department chairmen reported to have taken Credit and Collections or Advanced Office Machines. Five indicated they had not taken Work Experience and Job Analysis, Cost Accounting, Advanced Cost Accounting, or Advanced Communications and Report Writing.

Eleven, or 38 percent, of the APSU graduate business education students responding indicated they had not taken Cost Accounting or Vocational Educational Guidance. Forty-eight percent reported they had not taken Advanced Cost Accounting or Income Tax Accounting and 45 percent of the respondents had not taken Credit and Collections.

In summary, the courses not taken by the former APSU graduate business education students nor by the department chairmen receiving the greatest number of responses were: Credit and Collections, Advanced Cost Accounting, Problems in Selection of Materials and Methods of Business Education, Work Experience and Job Analysis, and Cost Accounting.

After finding out which courses were taken by the respondents and of what value the courses have been, space was provided for determining

which of APSU's graduate business education courses were not taken. Table X on page 44 provides a summary of these responses.

It should be noted all six of the department chairmen responding have both their Master's and Doctorate degrees. As none of the department chairmen have attended APSU, the table compares the courses not taken by the department chairmen with the courses not taken by the APSU graduate business education students.

Credit and Collections and Advanced Cost Accounting received the greatest number of responses under the "did not take" category. Of the six department chairmen responding, none indicated he had taken Credit and Collections or Advanced Office Machines. Only one department chairman indicated he had taken Advanced Communications and Report Writing, Cost Accounting, Advanced Cost Accounting, or Work Experience and Job Analysis.

Receiving the greatest number of responses from the APSU graduate business education students were Advanced Cost Accounting with fourteen responses; Problems in Selection of Materials and Methods of Business Education, with thirteen; and Vocational Education Guidance; Cost Accounting, and Income Tax Accounting following with eleven responses each.

9. Which of the following courses do you feel should be a part of the graduate business education curriculum at APSU?

Each group surveyed is concerned with business education and should know which areas need emphasis in an adequate graduate business education program. Therefore, all three groups were asked to respond to this question. Table XI on page 45 summarizes the responses of the



TABLE X

GRADUATE BUSINESS EDUCATION COURSES  
NOT TAKEN BY RESPONDENTS

COURSES	RESPONSES				
	TOTAL NO. RESPONSES	DEPARTMENT CHAIRMEN	% OF TOTAL	APSU STUDENTS	% OF TOTAL
<u>Office Practice and Principles</u>	12	3	25	9	75
<u>Prin., Hist., and Philos. of B. E.</u>	11	1	9	10	91
<u>Probs. in Selection Of Materials and Methods of B. E.</u>	17	4	24	13	76
<u>Work Experience and Job Analysis</u>	14	5	36	9	64
<u>Adv. Office Machines</u>	12	6	50	6	50
<u>Vocational Ed. Guidance</u>	13	2	15	11	85
<u>Adv. Communications &amp; Report Writing</u>	8	5	64	3	36
<u>Cost Accounting</u>	16	5	31	11	69
<u>Adv. Cost Accounting</u>	19	5	26	14	74
<u>Payroll Accounting</u>	13	4	31	9	69
<u>Income Tax Accounting</u>	15	4	27	11	73
<u>Business Law</u>	8	3	38	5	62
<u>Personnel Mgmt.</u>	13	4	31	9	69
<u>Credit &amp; Collections</u>	19	6	32	13	68



TABLE XI

WHICH COURSES SHOULD BE A PART OF THE  
GRADUATE BUSINESS EDUCATION CURRICULUM AT APSU?  
(APSU Graduate Business Education Students Responding)

COURSES	TOTAL NUMBER OF RESPONSES	RE- QUIRE- MENT	PER- CENT OF TOTAL	ELEC- TIVE	PER- CENT OF TOTAL	NOT NEEDED	PER- CENT OF TOTAL
Tests & Measurements in							
Business Education	24	19	79	4	17	1	4
Prin., Hist., & Philos.,							
of Business Education	24	14	59	8	33	2	8
Problems in Selection of							
Materials & Methods							
in Business Education	22	14	64	7	31	1	5
Work Experience and							
Job Analysis	24	19	79	5	21	-	-
Adv. Office Machines	24	15	63	8	33	1	4
Voc. Ed. Guidance	24	15	63	9	37	-	-
Adv. Communications and							
Report Writing	26	17	65	9	35	-	-
Cost Accounting	21	10	48	10	48	1	2
Organ. & Supervision of							
Voc. Business Education	23	13	57	10	43	-	-
Improvements of Inst. in							
Secretarial Subjects	23	12	52	11	48	-	-
Office Practice and							
Principles	25	19	76	6	24	-	-
Adv. Cost Accounting	22	7	32	14	64	1	5
Payroll Accounting	22	13	59	7	32	2	9
Income Tax Accounting	23	13	56	9	39	1	5
Business Law	24	14	59	10	41	-	-
Improvements in Inst. in							
Bookkeeping and Gen.							
Business Subjects	21	11	52	10	48	-	-
Workshop in Bus. Ed.	23	11	48	12	52	-	-
Seminar in Bus. Ed.	21	12	57	8	38	1	5
Personnel Management	24	11	46	15	54	-	-
Punched Card Methods	21	9	43	9	43	3	14
Seminars in							
General Business	23	11	48	11	48	1	4
Typing	21	10	48	10	48	1	4
Shorthand	23	11	48	11	48	1	4
Bookkeeping	24	12	50	12	50	-	-
Data Processing	23	11	48	12	52	-	-
Instructing Data P.	-	-	1	100	-	-	-
Credit & Collections	22	6	27	16	73	-	-

APSU graduate business education students surveyed.

Nineteen respondents, or 66 percent, indicated Tests and Measurements in Business Education, Work Experience and Job Analysis, and Office Practice and Principles should be required courses in APSU's graduate business education curriculum. The Advanced Communications and Report Writing class and the Problems in Selection of Materials and Methods in Business Education class followed with percentages of sixty-five and sixty-four respectively. Fifty percent and above of all the respondents to each course listed except for Cost Accounting, Workshop in Business Education, Punched Card Methods, Data Processing and the Seminar courses, felt the course should be a requirement.

Courses receiving the greatest number of responses listed under the "elective" heading included Workshop in Business Education, Personnel Management, Data Processing, Improvements of Instruction in Secretarial Subjects, the Seminar courses, and Improvements of Instructions in Bookkeeping and General Business Subjects.

The respondents overwhelmingly agreed that while not every course should be offered on a required basis, the students should have a selection to choose from including all of the courses listed. Under the "not needed" category, Punched Card Methods was the only course to receive more than 10 percent of its total responses with 14 percent. Except for this course, all courses listed received ninety or more percent of their responses under the "requirement" and "elective" headings combined.

The responses of the secondary business teachers to question number 9 are summarized in Table XII on page 47.



TABLE XII

WHICH COURSES SHOULD BE A PART OF THE  
GRADUATE BUSINESS EDUCATION CURRICULUM AT APSU?  
(Secondary Business Teachers Responding)

COURSES	TOTAL NUMBER OF RESPONSES	RE- QUIRE- MENT	PER- CENT OF TOTAL	ELEC- TIVE	PER- CENT OF TOTAL	NOT NEEDED	PER- CENT OF TOTAL
<u>Tests &amp; Measurements in</u>							
Business Education	34	35	80	8	18	1	2
<u>Prin., Hist., &amp; Philos.,</u>							
Of Business Education	46	20	43	23	50	3	7
<u>Probs. in Selection of</u>							
Materials & Methods							
in Business Education	43	31	72	12	28	-	-
<u>Work Experience and</u>							
Job Analysis	45	23	51	21	47	1	2
Adv. Office Machines	45	23	51	22	49	-	-
Voc. Ed. Guidance	47	27	57	18	38	2	5
<u>Adv. Communications &amp;</u>							
Report Writing	35	9	20	35	78	1	1
Cost Accounting	42	7	17	30	71	5	12
<u>Organ. &amp; Supervision of</u>							
Voc. Business Education	41	17	41	24	59	-	-
<u>Improvements of Inst. in</u>							
Secretarial Subjects	43	23	56	20	44	-	-
<u>Office Practice and</u>							
Principles	45	30	67	13	29	2	4
Adv. Cost Accounting	42	1	2	34	81	7	17
Payroll Accounting	34	6	14	35	80	3	6
Income Tax Accounting	43	8	19	32	74	3	7
Business Law	45	19	42	25	56	1	2
<u>Improvements in Inst. in</u>							
Bookkeeping and Gen.							
Business Subjects	42	20	48	22	52	-	-
Workshop in Bus. Ed.	45	23	51	20	44	2	5
Personnel Management	43	13	32	27	63	3	5
Punched Card Methods	46	11	24	32	70	3	6
<u>Seminars in</u>							
General Business	45	20	44	23	51	2	5
Typing	43	20	47	21	49	2	4
Shorthand	43	20	47	21	49	2	4
Bookkeeping	45	21	47	22	49	2	4
Data Processing	43	21	49	19	44	3	7
Instructing Data P.	-	-	-	-	-	-	-
Credit & Collections	41	3	7	34	83	4	10

Of the fifty-seven secondary business teachers responding, thirty-five, or 61 percent, indicated they felt that Tests & Measurements in Business Education should definitely be a required course for an adequate graduate business education program at APSU. Problems in Selection of Materials and Methods in Business Education and Office Practices and Principles followed with total responses of thirty-one and thirty respectively. Other courses receiving large numbers of responses were Vocational Education Guidance, Improvement of Instruction in Secretarial Subjects, and Workshop in Business Education.

Under the "elective" heading, Advanced Communications and Report Writing and Payroll Accounting received the greatest number of responses with thirty-five each. Other courses receiving a large number of responses were Advanced Cost Accounting, with thirty-four; Income Tax Accounting, with thirty-two; and Cost Accounting with thirty.

The respondents again indicated all courses should be offered at least on an elective basis, except Instructing Data Processing--which received no responses. Yet, three courses did receive ten percent and above percentages of their total responses under the "not needed" category. These included Advanced Cost Accounting (17 percent), Cost Accounting (12 percent), and Credit and Collections (10 percent).

Table XIII on page 49 summarizes the responses of the department chairmen surveyed to question nine.

It appears from the following table that the Principles, History and Philosophies of Business Education course is to be the only



TABLE XIII

WHICH COURSES SHOULD BE A PART OF THE  
GRADUATE BUSINESS EDUCATION CURRICULUM AT APSU?  
(Department Chairmen Responding)

COURSES	TOTAL NUMBER OF RESPONSES	RE- QUIRE- MENT	PER- CENT OF TOTAL	ELEC- TIVE	PER- CENT OF TOTAL	NOT NEEDED	PER- CENT OF TOTAL
Tests & Measurements in							
Business Education	6	2	33	3	50	1	17
Prin., Hist., & Philos., of Business Education	6	6	100	-	-	-	-
Probs. in Selection of Materials & Methods in Business Education	6	2	33	3	50	1	17
Work Experience and							
Job Analysis	6	-	-	6	100	-	-
Adv. Office Machines	6	-	-	-	-	6	100
Voc. Ed. Guidance	6	-	-	6	100	-	-
Adv. Communications and							
Report Writing	6	1	17	5	83	-	-
Cost Accounting	6	-	-	3	50	3	50
Organ. & Supervision of							
Voc. Business Education	6	1	17	5	83	-	-
Improvements of Inst. in							
Secretarial Subjects	6	-	-	5	83	1	17
Office Practice and							
Principles	6	-	-	3	50	3	50
Adv. Cost Accounting	6	-	-	4	67	2	33
Payroll Accounting	6	-	-	2	33	4	67
Income Tax Accounting	6	-	-	3	50	3	50
Business Law	6	-	-	4	67	2	33
Improvements in Inst. in							
Bookkeeping and Gen.							
Business Subjects	6	-	-	5	83	1	17
Workshop in Bus. Ed.	6	-	-	5	83	1	17
Seminar in Bus. Ed.	6	-	-	3	50	3	50
Personnel Management	6	2	33	4	67	-	-
Punched Card Methods	6	-	-	2	33	4	67
Seminars in							
General Business	5	-	-	3	60	2	40
Typing	5	1	20	3	60	1	20
Shorthand	4	-	-	3	75	1	25
Bookkeeping	3	-	-	3	100	-	-
Data Processing	6	3	50	3	50	-	-
Instructing Data P.	-	-	-	-	-	-	-
Credit & Collections	-	-	-	-	-	5	100

required course suggested by the department chairmen. Of the six department chairmen responding, 100 percent agreed that a graduate business education curriculum should require the Principles, History and Philosophies of Business Education course. This course was the only one to receive a large number of their responses under the "requirement" category. Data Processing trailed, receiving 50 percent of its six responses under this category. Tests and Measurements in Business Education, Problems in Selection of Materials and Methods in Business Education, and Personnel Management followed--receiving 33 percents each of their responses under this category.

The department chairmen indicated most of the courses should be offered on an elective basis, with eighteen of the twenty-three courses listed receiving 50 percent and above of their responses under the "elective" heading. It should be noted that Work Experience and Job Analysis, Vocational Educational Guidance, and Seminar in Bookkeeping received 100 percent of their responses under this category.

The researcher further observed that the department chairmen unanimously agreed Advanced Office Machines and Credit and Collections were not needed in the graduate business education program. Punched Card Methods and Payroll Accounting received the next highest number of responses under the "not needed" heading with four each.

Table XIV, page 51, summarizes the responses of all three groups surveyed to question nine. Under the "requirement" category, Tests and Measurements received the greatest number of responses with a total of fifty-six. Office Practices and Principles ranked second with forty-nine



TABLE XIV

WHICH COURSES SHOULD BE A PART OF THE  
GRADUATE BUSINESS EDUCATION CURRICULUM AT APSU?  
(Summary)

51

COURSES	TOTAL NUMBER OF RESPONSES	RE- QUIRE- MENT	PER- CENT OF TOTAL	ELEC- TIVE	PER- CENT OF TOTAL	NOT NEEDED	PER- CENT OF TOTAL
Tests & Measurements in							
Business Education	74	56	76	15	20	3	4
Prin., Hist., & Philos., of Business Education	82	44	55	33	40	5	5
Probs. in Selection of Materials & Methods in Business Education	71	47	66	22	31	2	3
Work Experience and							
Job Analysis	75	42	56	32	43	1	1
Adv. Office Machines	75	38	51	30	40	7	9
Voc. Ed. Guidance	77	42	55	33	43	2	2
Adv. Communications and							
Report Writing	77	27	36	49	63	1	1
Cost Accounting	69	17	24	43	62	9	14
Organ. & Supervision of							
Voc. Business Education	70	31	44	39	56	-	-
Improvements of Inst. in							
Secretarial Subjects	72	35	49	36	50	1	1
Office Practice and							
Principles	76	49	65	22	29	5	6
Adv. Cost Accounting	63	8	13	45	71	10	16
Payroll Accounting	72	19	26	44	61	9	13
Income Tax Accounting	72	21	29	44	61	7	10
Business Law	75	33	44	39	52	3	4
Improvements in Inst. in							
Bookkeeping and Gen.							
Business Subjects	69	31	45	37	54	1	1
Workshop in Bus. Ed.	74	34	46	37	50	3	4
Seminar in Bus. Ed.	71	33	46	33	46	5	8
Personnel Management	73	26	36	44	60	3	4
Punched Card Methods	73	20	27	43	57	10	16
Seminars in							
General Business	73	31	42	37	51	5	7
Typing	69	31	45	34	49	4	6
Shorthand	70	31	44	35	50	4	6
Bookkeeping	73	33	45	37	51	3	4
Data Processing	72	35	49	34	47	3	4
Instructing Data P.	1	-	-	1	100	-	-
Credit & Collections	68	9	13	50	74	9	13

responses. Problems in Selection of Materials and Methods in Business Education, and Vocational Educational Guidance followed with forty-seven, forty-four, and forty-two responses respectively.

The majority (91 percent) of the respondents indicated all of the courses should be offered at least on an elective basis. Seventeen of the twenty-four courses listed, or 71 percent, received more response under the "elective" heading than either of the other two headings. Under this category, Advanced Communications and Report Writing received the greatest number of responses with forty-nine. Advanced Cost Accounting trailed with forty-five responses. Personnel Management, Payroll Accounting, and Income Tax Accounting ranked third with forty-four responses each.

Advanced Cost Accounting and Punched Card Methods received the greatest number of responses under the "not needed" category with ten each. Cost Accounting and Payroll Accounting followed with nine each. The Seminar in Business Education course ranked third with eight responses.

10. Do you feel that writing a research paper or thesis should be required in a graduate business education program?

As part of most graduate business education programs, students are required to write a research paper or a thesis. As this endeavor has been, or possibly will be, the concern of all groups surveyed, each group was asked to respond to the question. Table XV, page 53 summarizes the responses to this question.



TABLE XV

RESPONSES CONCERNING WRITING  
A RESEARCH PAPER OR THESIS

GROUP	TOTAL NO. RESPONSES	YES RESPONSES	% OF TOTAL	NO RESPONSES	% OF TOTAL	UNCERTAIN RESPONSES	% OF TOTAL
APSU Students	26	8	31	10	38	8	31
Sec. Teachers	48	5	10	27	56	16	34
Dept. Chairmen	6	2	33	4	67	-	-
Summary	80	15	18	41	52	24	30

The majority, or 51 percent, of the eighty respondents indicated a student should not be required to write a research paper or a thesis. Sixty-seven percent of the department checked "no" to this question, followed by 56 percent of the secondary business teachers. Space was provided on the back of the questionnaire for the respondents to tell why they felt this endeavor should not be required.

Six respondents remarked that enough research papers were written on the graduate level without having to write a paper of this type. They also indicated they believed workshops and seminars in business education would be of much more benefit than writing "another" paper.

Of the fifteen "yes" votes, eight were from former APSU graduate business education students. This group indicated the writing of a research paper or thesis proved to be a real learning experience and that it was especially helpful if a higher degree is sought by the student.

An over-all 30 percent of the respondents indicated they were not

sure about how to respond to this question. They felt the various departments were not together on what should be required in a thesis or a research paper. Six of the respondents remarked that the choice of whether or not to write a paper or take extra courses for the needed credit should be left up to the student.

## CHAPTER V

### SUMMARY

The problem of this study was to collect information which should help the administration and faculty determine how well the present APSU graduate business education program is meeting the needs of its students. In order to do this, the questionnaire, along with the cover letter and a stamped, self-addressed return envelope, was mailed to thirty-nine APSU graduate business education students (twenty-nine, or 78 percent, were returned), 121 secondary business teachers (fifty-seven, or 47 percent, were returned), and nine department chairmen (six, or 67 percent, were returned). Of all three groups surveyed, ninety-two (55 percent) completed and returned the questionnaires.

According to the returns, a majority of the students entering the APSU graduate business education program plan to complete the requirements. This is shown by the fact that fifteen, or 55 percent, of the twenty-seven respondents completed the requirements for the graduate business education program at APSU. Of the remaining twelve students responding they had not completed the APSU graduate business education requirements, eight (67 percent) indicated they plan to complete the requirements later. The other four respondents indicated they do not plan to complete the requirements at APSU because they "moved from area," had "family responsibilities," or because there was "no choice of instructors."

A majority of the APSU graduate business education students and the secondary business teachers surveyed indicated they are pleased with the present APSU graduate business education program. Ninety-eight percent of the APSU graduate business education students said they were satisfied with their graduate work at APSU. The secondary business teachers responding based their approval of the graduate business education program on APSU's scholastic reputation.

According to the responses of the APSU graduate business education students and the secondary business teachers, and adequate business education program should "increase teacher competency" and "increase opportunity for employment." APSU's graduate business education students confirmed their satisfaction with the present program by stating that the graduate business education courses taken had enabled them to have "greater competency in teaching" and to receive more "opportunity for employment."

Apparently, the majority of the APSU graduate business education students and the secondary business teachers would recommend doing graduate work at APSU because of its "scholastic reputation," "curriculum," and "instruction."

Yet, when they were given the opportunity to suggest whether or not changes are needed in the present program, they checked "curriculum," "instruction," and "facilities" as the areas where change is needed.

Fifty percent of the APSU graduate business education students and the secondary business teachers indicated they would like to see changes made in the graduate business education curriculum. This group indicated a Tests and Measurements in Business Education course needed to be added to the present curriculum. When asked to indicate which courses they



used most frequently in their work, the Advanced Communications and Report writing course and the Work Experience and Job Analysis course received the greatest number of responses--while Tests and Measurements in Business Education and Office Practices and Principles were the courses taken most frequently by the respondents.

Concerning the writing of a thesis or research paper, the respondents indicated they felt this should not be a requirement. Fifty-two percent of the three groups responding said a student should not be required to write a paper of this type. Eighteen percent of the respondents disagreed and 30 percent were uncertain. The majority of the respondents said students should have the choice of whether or not to write one of these papers or take a research course for the needed credit. Because of this reason, improvement is needed in the present graduate business education curriculum.

APSU graduate business education students responding indicated they would like to see more teachers in the graduate business education program. Forty-five percent of the respondents said that students should have a choice of instructors and that a graduate business education program should be completed under several instructors. Apparently, the respondents would like to see a change in the area of instruction.

A majority of the APSU graduate business education students responding indicated that much of the present equipment was out of date. They expressed the desire that present graduate business education faculty members visit high schools and business offices in the surrounding area to see which machines are being used. Consequently, these visits should provide direction concerning which machines to obtain for use in the

department.

Concerning the APSU library facilities for doing graduate work in business education, a majority of the APSU respondents indicated they were satisfied with the supply of books and periodicals. They further indicated they seldom used the library's supply of films, filmstrips, and research studies. However, of those respondents indicating they did use these, a majority felt the supply was inadequate for doing graduate business education work. Based on this statement, improvement is needed in the area of facilities.

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## APPENDIX

(Letter Mailed to the Superintendents)

Box 5099  
Austin Peay State University  
Clarksville, Tennessee 37040

Dear

I would greatly appreciate your sending me the names of the business teachers in your school system.

As a candidate for the Master of Arts in Education degree at Austin Peay State University, I am surveying business teachers throughout the surrounding ten-county area for information to be used in my thesis.

It is my wish to obtain opinions from the business teachers in your school system as to the graduate business education courses being taught at APSU.

From their opinions, it is hopeful that I will be able to make several recommendations for improving the graduate business education curriculum.

I should appreciate having this information by April 29.

Sincerely yours,

Fred L. Landiss



# Q U E S T I O N N A I R E

(APSU Graduate Business Education Students)

**DIRECTIONS:** Please check the items which most nearly answers each of the following questions. 62

1. Have you completed the requirements for the graduate business education program at Austin Peay State University?

YES \_\_\_\_\_ NO \_\_\_\_\_

If your answer is no, please indicate number of hours completed and why your program is unfinished.

plan to complete later ☐

List number of hours completed \_\_\_\_\_

Do NOT plan to complete due to

Family responsibilities	
Attend during summer	
Poor Health	
Moved from area	
Felt program inadequate	
Program not applicable to present work	
Others, (list) _____	

2. Have the graduate courses you completed enabled you to receive any of the following advantages?

	YES	NO	UNCERTAIN
Increase in salary			
Increase in prestige			
More enjoyable teaching			
Greater competency in teaching			
Others, (list) _____			

3. Would you like to see changes made in any of the following areas of the graduate business education program?

	YES	NO	UNCERTAIN
Curriculum			
Instruction			
Facilities			

If your answer is yes, please list your suggestions for change on the back of this sheet.

4. What do you feel that an adequate graduate business education program should accomplish?

	YES	NO
Increase teacher competency		
Increase salary		
Increase prestige		
Increase professional attitude		
Increase opportunity for employment		
Ability to withstand criticism		
Others, (list) _____		

5. What is your opinion of the library facilities at APSU for doing graduate work in business education?

	WIDE SELECTION	ADEQUATE SELECTION	POOR SELECTION	DID NOT NEED
Books				
Periodicals				
Films				
Filmstrips				
Research Studies				
Other, (name) _____				

6. Do you wish you had done your graduate work in another institution?

YES \_\_\_\_\_ NO \_\_\_\_\_

Please list reasons for your answer on the back of this sheet.

7. Would you recommend that other business teachers come to APSU to do graduate work?

YES, because of

Scholastic reputation	
Curriculum	
Instruction	
Financial assistance	
Other, (list) _____	

NO, because of

Scholastic reputation	
Curriculum	
Instruction	
Financial assistance	
Other, (list) _____	

8. APSU offers the following graduate business education courses--of what value have the courses taken been to you?

	DID NOT TAKE	USE FREQUENTLY IN WORK	USE OCCASIONALLY IN WORK	NEVER USE IN WORK	BROADEN BACK- GROUND
Office Practices and Principles					
Prin., Hist., & Philos. of B. E.					
Problems in Selection of Materials					
& Methods of B. E.					
Work Experience and Job Analysis					
Advanced Office Machines					
Vocational Educational Guidance					
Adv. Communications and Report Writing					
Cost Accounting					
Advanced Cost Accounting					
Payroll Accounting					
Income Tax Accounting					
Business Law					
Personnel Management					
Credit and Collections					



9. Which of the following courses do you feel should be a part of the graduate business education curriculum at APSU?

	REQUIREMENT	ELECTIVE	NOT NEEDED
Tests and Measurements in Bus. Ed.			
Prin., Hist., and Philos., of Bus. Ed.			
Problems in Selection of Materials and Methods in Bus. Ed.			
Work Experience and Job Analysis			
Advanced Office Machines			
Vocational Educational Guidance			
Adv. Communications and Report Writing			
Cost Accounting			
Organ. and Supervision of Voc. Bus. Ed.			
Improvements of Instructions in Secretarial Subjects			
Office Practice and Principles			
Advanced Cost Accounting			
Payroll Accounting			
Income Tax Accounting			
Business Law			
Improvements of Instructions in Book- keeping and Gen. Business Subjects			
Workshop in Business Education			
Seminar in Business Education			
Personnel Management			
Punched Card Methods			
Credit and Collections			
Seminars in			
General Business			
Typing			
Shorthand			
Bookkeeping			
Data Processing			
Others, (list)			

10. Do you feel that writing a research paper or thesis should be required in a graduate business education program?

YES \_\_\_\_\_ NO \_\_\_\_\_ UNCERTAIN \_\_\_\_\_

Please list reasons for your answer on the back of this sheet.

\*\*\*\*\*

Any comments or suggestions for improving the graduate business education program at APSU will be appreciated. (Please use the backs of this questionnaire.)

# Q U E S T I O N N A I R E

(Secondary Business Teachers)

DIRECTIONS: Please check the items which most nearly answers each of 65 the following questions.

1. Have you completed the requirements for the graduate business education program at Austin Peay State University?

YES \_\_\_\_\_ NO \_\_\_\_\_

If your answer is no, please indicate number of hours completed and why your program is unfinished.

plan to complete later

☐

Do NOT plan to complete due to

List number of hours completed \_\_\_\_\_

Family responsibilities	
Attend during summer	
Poor Health	
Moved from area	
Felt program inadequate	
Program not applicable to present work	
Others, (list) _____	

2. Have the graduate courses you completed enabled you to receive any of the following advantages?

	YES	NO	UNCERTAIN
Increase in salary			
Increase in prestige			
More enjoyable teaching			
Greater competency in teaching			
Others, (list) _____			

3. Would you like to see changes made in any of the following areas of the graduate business education program?

	YES	NO	UNCERTAIN
Curriculum			
Instruction			
Facilities			

If your answer is yes, please list your suggestions for change on the back of this sheet.

4. What do you feel that an adequate graduate business education program should accomplish?

	YES	NO
Increase teacher competency		
Increase salary		
Increase prestige		
Increase professional attitude		
Increase opportunity for employment		
Ability to withstand criticism		
Others, (list) _____		



5. Which of the following courses do you feel should be a part of the graduate business education curriculum at APSU?

	REQUIREMENT	ELECTIVE	NOT NEEDED
Tests and Measurements in Bus. Ed.			
Prin., Hist., and Philos., of Bus. Ed.			
Problems in Selection of Materials and Methods in Bus. Ed.			
Work Experience and Job Analysis			
Advanced Office Machines			
Vocational Educational Guidance			
Adv. Communications and Report Writing			
Cost Accounting			
Organ. and Supervision of Voc. Bus. Ed.			
Improvements of Instructions in Secretarial Subjects			
Office Practice and Principles			
Advanced Cost Accounting			
Payroll Accounting			
Income Tax Accounting			
Business Law			
Improvements of Instructions in Book- keeping and Gen. Business Subjects			
Workshop in Business Education			
Seminar in Business Education			
Personnel Management			
Punched Card Methods			
Credit and Collections			
Seminars in General Business			
Typing			
Shorthand			
Bookkeeping			
Data Processing			
Others, (list)			

6. Do you feel that writing a research paper or thesis should be required in a graduate business education program?

YES \_\_\_\_\_

NO \_\_\_\_\_

UNCERTAIN \_\_\_\_\_

Please list reasons for your answer on the back of this sheet.

\*\*\*\*\*

Any comments or suggestions for improving the graduate business education program at APSU will be appreciated. (Please use the backs of this questionnaire.)

# QUESTIONNAIRE

(Department Chairmen)

DIRECTIONS: Please check the items which most nearly answers each of the following questions. 67

1. Which of the following courses do you feel should be a part of a graduate business education curriculum?

	REQUIREMENT	ELECTIVE	NOT NEEDED
Tests and Measurements in Bus. Ed.			
Prin., Hist., and Philos., of Bus. Ed.			
Problems in Selection of Materials and Methods in Bus. Ed.			
Work Experience and Job Analysis			
Advanced Office Machines			
Vocational Educational Guidance			
Adv. Communications and Report Writing			
Cost Accounting			
Organ. & Supervision of Voc. Bus. Ed.			
Improvements of Instructions in Secretarial Subjects			
Office Practice and Principles			
Advanced Cost Accounting			
Payroll Accounting			
Income Tax Accounting			
Business Law			
Improvements of Instructions in Book- keeping and Gen. Business Subjects			
Workshop in Business Education			
Personnel Management			
Seminar in Business Education			
Punched Card Methods			
Credit and Collections			
Seminars in General Business			
Typing			
Shorthand			
Bookkeeping			
Data Processing			
Others, (list)			

2. Do you feel that writing a research paper or thesis should be required in a graduate business education program?

YES \_\_\_\_\_ NO \_\_\_\_\_ UNCERTAIN \_\_\_\_\_

Please list reasons for your answer on the back of this sheet.



3. Have you completed the requirements for the graduate business education program?

	YES	NO
Masters degree		
Doctorate		

4. Have the graduate courses completed enabled you to receive any of the following advantages?

	YES	NO	UNCERTAIN
Increase in salary			
Increase in prestige			
More enjoyable teaching			
Opportunity for employment			
Greater competency in teaching			
Others, (list) _____			

5. What do you feel an adequate graduate business education program should accomplish?

	YES	NO
Increase teacher competency		
Increase salary		
Increase prestige		
Increase professional attitude		
Increase opportunity for employment		
Ability to withstand criticism		
Others, (list) _____		

6. APSU offers the following graduate business education courses--which courses have you taken (at APSU or elsewhere) and of what value have the courses taken been to you?

	DID NOT TAKE	USE FREQUENTLY IN WORK	USE OCCASIONALLY IN WORK	NEVER USE IN WORK	BROADEN BACK-GROUND
Office Practices and Principles					
Prin., Hist., & Philos. of B. E.					
Problems in Selection of Materials & Methods of B. E.					
Work Experience and Job Analysis					
Advanced Office Machines					
Vocational Educational Guidance					
Adv. Communications and Report Writing					
Cost Accounting					
Advanced Cost Accounting					
Payroll Accounting					
Income Tax Accounting					
Business Law					
Personnel Management					
Credit and Collections					

Any comments or suggestions for improving the graduate business education program at APSU will be appreciated. (Please use the backs of this questionnaire.)



AUSTIN PEAY STATE UNIVERSITY  
CLARKSVILLE, TENNESSEE 37040

May 21, 1970

Help us,  
Help you!  
How? Please read on.

Dear Former Graduate Student:

You can help us improve our graduate business education program at Austin Peay State University by filling out and returning the enclosed questionnaire.

Your response will be of major importance to the improvements we hope to make because this questionnaire is being sent to a small select group of individuals. In addition to contributing to these improvements, you will help me fulfill the requirements for my Master of Arts in Education degree.

Please use the next 5 minutes to check your answers on the enclosed questionnaire. The graduate business education faculty and I will appreciate your returning the completed questionnaire in the enclosed stamped envelope by May 29.

Sincerely yours,

SCHOOL OF BUSINESS  
AND ECONOMICS

*Fred L. Landiss*

Fred L. Landiss  
Graduate Assistant

Enclosure

REMEMBER: Your answers will help us help you by improving the graduate business education program at APSU.





AUSTIN PEAY STATE UNIVERSITY  
CLARKSVILLE, TENNESSEE 37040

May 15, 1970

Help us,  
Help you!  
How? Please read on.

Dear Business Teacher:

You can help us improve our graduate business education program at Austin Peay State University by filling out and returning the enclosed questionnaire.

Your response will be of major importance to the improvements we hope to make because this questionnaire is being sent to a small select group of business teachers. In addition to contributing to these improvements, you will help me fulfill the requirements for my Master of Arts in Education degree.

Please use the next 5 minutes to check your answers on the enclosed questionnaire. The graduate business education faculty and I will appreciate your returning the completed questionnaire in the enclosed stamped envelope by May 22.

Sincerely yours,

SCHOOL OF BUSINESS  
AND ECONOMICS

Fred L. Landiss  
Graduate Assistant

Enclosure

REMEMBER: Your answers will help us help you by improving the graduate business education program at APSU.



AUSTIN PEAY STATE UNIVERSITY  
CLARKSVILLE, TENNESSEE 37040

June 8, 1970

Chairman, Business Education Department

Dear Chairman:

Please help us improve the graduate business education program at Austin Peay State University by filling out and returning the enclosed questionnaire.

Your response will be of major importance to the improvements we hope to make, because this questionnaire is being sent only to department chairmen in Tennessee and Kentucky universities offering a graduate program in business education. In addition to contributing to these improvements, you will help me fulfill the requirements for my Master of Arts in Education degree.

If you will please use the next 5 minutes to check your answers on the enclosed questionnaire, your efforts should improve business teaching in this area. Furthermore, the graduate business education faculty and I will appreciate your returning the completed questionnaire in the enclosed stamped envelope by June 18.

Sincerely yours,

SCHOOL OF BUSINESS  
AND ECONOMICS

Fred L. Landiss  
Graduate Assistant

Enclosure

# Q U E S T I O N N A I R E

(APSU Graduate Business Education Students)

DIRECTIONS: Please check the items which most nearly answers each of the following questions. 72

1. Have you completed the requirements for the graduate business education program at Austin Peay State University?

YES 15 NO 12

If your answer is no, please indicate number of hours completed and why your program is unfinished.

plan to complete later

8

List number of hours completed

3

9

12

15

18

Do NOT plan to complete due to

Family responsibilities 1

Attend during summer -

Poor Health -

Moved from area 2

Felt program inadequate 1

Program not applicable 1

to present work 1

Others, (list) 2

No choice of teachers 2

Not teaching now 1

2. Have the graduate courses you completed enabled you to receive any of the following advantages?

	YES	NO	UNCERTAIN
Increase in salary	17	5	1
Increase in prestige	14	5	4
More enjoyable teaching	13	3	3
Greater competency in teaching	16	2	2
Others, (list)			

3. Would you like to see changes made in any of the following areas of the graduate business education program?

	YES	NO	UNCERTAIN
Curriculum	12	2	5
Instruction	11	2	4
Facilities	12	2	5

If your answer is yes, please list your suggestions for change on the back of this sheet.

4. What do you feel that an adequate graduate business education program should accomplish?

	YES	NO
Increase teacher competency	19	-
Increase salary	20	-
Increase prestige	15	-
Increase professional attitude	18	-
Increase opportunity for employment	19	-
Ability to withstand criticism	13	1
Others, (list)		



5. What is your opinion of the library facilities at APSU for doing graduate work in business education?

	WIDE SELECTION	ADEQUATE SELECTION	POOR SELECTION	DID NOT NEED
Books	4	12	7	2
Periodicals	2	12	5	2
Films	-	1	7	14
Filmstrips	-	1	8	13
Research Studies	-	5	12	3
Other, (name)				

6. Do you wish you had done your graduate work in another institution?

YES 1 NO 18

Please list reasons for your answer on the back of this sheet.

7. Would you recommend that other business teachers come to APSU to do graduate work?

YES, because of

Scholastic reputation	13
Curriculum	12
Instruction	12
Financial assistance	8
Other, (list Facilities)	2
Economical	2
Convenient	2
Personal attention	1

NO, because of

Scholastic reputation	-
Curriculum	2
Instruction	4
Financial assistance	-
Other, (list)	6

8. APSU offers the following graduate business education courses--of what value have the courses taken been to you?

	DID NOT TAKE	USE FREQUENTLY IN WORK	USE OCCASIONALLY IN WORK	NEVER USE IN WORK	BROADEN BACK- GROUND
Office Practices and Principles	9	8	1	-	2
Prin., Hist., & Philos. of B. E.	10	6	3	1	2
Problems in Selection of Materials				1	3
& Methods of B. E.	13	5	1	-	1
Work Experience and Job Analysis	9	11	1	-	1
Advanced Office Machines	6	9	2	1	2
Vocational Educational Guidance	11	2			
Adv. Communications and Report			5	-	2
Writing	3	12	1	-	-
Cost Accounting	11	1	1	-	2
Advanced Cost Accounting	14	-	2	1	2
Payroll Accounting	9	5	-	-	2
Income Tax Accounting	11	1	5	1	4
Business Law	5	8	4	3	2
Personnel Management	9	4	3	-	2
Credit and Collections	13	5			

9. Which of the following courses do you feel should be a part of the graduate business education curriculum at APSU?

	REQUIREMENT	ELECTIVE	NOT NEEDED
Tests and Measurements in Bus. Ed.	19	4	1
Prin., Hist., and Philos., of Bus. Ed.	14	8	2
Problems in Selection of Materials and Methods in Bus. Ed.	14	7	1
Work Experience and Job Analysis	19	5	-
Advanced Office Machines	15	8	1
Vocational Educational Guidance	15	9	-
Adv. Communications and Report Writing	17	9	-
Cost Accounting	10	10	1
Organ. and Supervision of Voc. Bus. Ed.	13	10	-
Improvements of Instructions in Secretarial Subjects	12	11	-
Office Practice and Principles	19	6	-
Advanced Cost Accounting	7	14	1
Payroll Accounting	13	7	2
Income Tax Accounting	13	9	1
Business Law	14	10	-
Improvements of Instructions in Book-keeping and Gen. Business Subjects	11	10	-
Workshop in Business Education	11	12	-
Seminar in Business Education	12	8	1
Personnel Management	11	13	-
Punched Card Methods	9	9	3
Credit and Collections	6	16	-
Seminars in:			
General Business	11	11	1
Typing	10	10	1
Shorthand	11	11	1
Bookkeeping	12	12	-
Data Processing	11	12	1
Others, (list) Instructing Data Process.	-	1	-

10. Do you feel that writing a research paper or thesis should be required in a graduate business education program?

YES 8 NO 10 UNCERTAIN 8

Please list reasons for your answer on the back of this sheet.

\*\*\*\*\*

Any comments or suggestions for improving the graduate business education program at APSU will be appreciated. (Please use the backs of this questionnaire.)



# Q U E S T I O N N A I R E

(Secondary Business Teachers)

**DIRECTIONS:** Please check the items which most nearly answers each of the following questions. 75

1. Have you completed the requirements for the graduate business education program at Austin Peay State University?

YES      - NO 45  
(12 blank)

If your answer is no, please indicate number of hours completed and why your program is unfinished.

plan to complete later

12

Do NOT plan to complete due to

List number of hours completed

3

6

9

11

15

36

Family responsibilities 2

Attend during summer -

Poor Health -

Moved from area 2

Felt program inadequate -

Program not applicable

to present work -

Others, (list)

Another institution 2

No choice instructors 1

2. Have the graduate courses you completed enabled you to receive any of the following advantages?

	YES	NO	UNCERTAIN
Increase in salary	14	6	1
Increase in prestige	8	7	3
More enjoyable teaching	12	6	2
Greater competency in teaching	18	2	2
Others, (list)			
Self-satisfaction	1		

3. Would you like to see changes made in any of the following areas of the graduate business education program?

	YES	NO	UNCERTAIN
Curriculum	10	1	17
Instruction	10	2	18
Facilities	7	2	17

If your answer is yes, please list your suggestions for change on the back of this sheet.

4. What do you feel that an adequate graduate business education program should accomplish?

	YES	NO
Increase teacher competency	47	-
Increase salary	45	3
Increase prestige	31	3
Increase professional attitude	39	1
Increase opportunity for employment	41	1
Ability to withstand criticism	23	9
Others, (list)		



5. Which of the following courses do you feel should be a part of the graduate business education curriculum at APSU?

	REQUIREMENT	ELECTIVE	NOT NEEDED
Tests and Measurements in Bus. Ed.	35		
Prin., Hist., and Philos., of Bus. Ed.	20	8	1
Problems in Selection of Materials and Methods in Bus. Ed.		23	3
Work Experience and Job Analysis	31	12	-
Advanced Office Machines	23	21	1
Vocational Educational Guidance	23	22	-
Adv. Communications and Report Writing	27	18	2
Cost Accounting	9	35	1
Organ. and Supervision of Voc. Bus. Ed.	7	30	5
Improvements of Instructions in Secretarial Subjects	17	24	-
Office Practice and Principles	23	20	-
Advanced Cost Accounting	30	13	2
Payroll Accounting	1	34	7
Income Tax Accounting	6	35	3
Business Law	8	32	3
Improvements of Instructions in Book-keeping and Gen. Business Subjects	19	25	1
Workshop in Business Education	20	22	-
Seminar in Business Education	23	20	2
Personnel Management	21	22	1
Punched Card Methods	13	27	3
Credit and Collections	11	32	3
Seminars in	3	34	3
General Business	20	23	2
Typing	20	21	2
Shorthand	20	21	2
Bookkeeping	21	22	2
Data Processing	21	19	3
Others, (list)			

6. Do you feel that writing a research paper or thesis should be required in a graduate business education program?

YES 5 NO 27 UNCERTAIN 16

Please list reasons for your answer on the back of this sheet.

\*\*\*\*\*  
Any comments or suggestions for improving the graduate business education program at APSU will be appreciated. (Please use the backs of this questionnaire.)

# QUESTIONNAIRE

(Department Chairmen)

77

DIRECTIONS: Please check the items which most nearly answers each of the following questions.

1. Which of the following courses do you feel should be a part of a graduate business education curriculum?

	REQUIREMENT	ELECTIVE	NOT NEEDED
Tests and Measurements in Bus. Ed.	2	3	1
Prin., Hist., and Philos., of Bus. Ed.	6	-	-
Problems in Selection of Materials and Methods in Bus. Ed.	2	3	1
Work Experience and Job Analysis	-	6	-
Advanced Office Machines	-	-	6
Vocational Educational Guidance	-	6	-
Adv. Communications and Report Writing	1	5	-
Cost Accounting	-	3	3
Organ. & Supervision of Voc. Bus. Ed.	1	5	-
Improvements of Instructions in Secretarial Subjects	-	5	1
Office Practice and Principles	-	3	3
Advanced Cost Accounting	-	4	2
Payroll Accounting	-	2	4
Income Tax Accounting	-	3	3
Business Law	-	4	2
Improvements of Instructions in Book-keeping and Gen. Business Subjects	-	5	1
Workshop in Business Education	-	5	1
Personnel Management	-	3	3
Seminar in Business Education	2	4	-
Punched Card Methods	-	2	4
Credit and Collections	-	-	5
Seminars in			
General Business	-	3	2
Typing	1	3	1
Shorthand	-	3	1
Bookkeeping	-	3	1
Data Processing	3	3	-
Others, (list)			

2. Do you feel that writing a research paper or thesis should be required in a graduate business education program?

YES 2      NO 4      UNCERTAIN -

Please list reasons for your answer on the back of this sheet.



3. Have you completed the requirements for the graduate business education program?

	YES	NO
Masters degree	1	-
Doctorate	5	-

4. Have the graduate courses completed enabled you to receive any of the following advantages?

	YES	NO	UNCERTAIN
Increase in salary	6	-	-
Increase in prestige	6	-	-
More enjoyable teaching	6	-	-
Opportunity for employment	6	-	-
Greater competency in teaching	6	-	-
Others, (list)			

5. What do you feel an adequate graduate business education program should accomplish?

	YES	NO
Increase teacher competency	6	-
Increase salary	6	-
Increase prestige	4	-
Increase professional attitude	6	-
Increase opportunity for employment	6	-
Ability to withstand criticism	3	-
Others, (list)		

6. APSU offers the following graduate business education courses--which courses have you taken (at APSU or elsewhere) and of what value have the courses taken been to you?

	DID NOT TAKE	USE FREQUENTLY IN WORK	USE OCCASIONALLY IN WORK	NEVER USE IN WORK	BROADEN BACK-GROUND
Office Practices and Principles	3	1	-	-	2
Prin., Hist., & Philos. of B. E.	1	4	-	-	1
Problems in Selection of Materials & Methods of B. E.	4	2	-	-	-
Work Experience and Job Analysis	5	1	-	-	-
Advanced Office Machines	6	-	2	-	1
Vocational Educational Guidance	2	-	-	-	1
Adv. Communications and Report Writing	5	-	-	1	-
Cost Accounting	5	-	-	1	-
Advanced Cost Accounting	5	-	-	2	-
Payroll Accounting	4	-	-	-	1
Income Tax Accounting	4	-	2	-	1
Business Law	3	-	-	-	-
Personnel Management	4	1	-	-	-
Credit and Collections	6	-	-	-	-

Any comments or suggestions for improving the graduate business education program at APSU will be appreciated. (Please use the backs of this questionnaire.)